
FOREIGN LANGUAGE STANDARDS

DRAFT INTERIM
CONTENT AND
PERFORMANCE
STANDARDS

THE CHALLENGE INITIATIVE

INTRODUCTION

The Challenge School District Reform Initiative calls on California's educators and parents to embrace a simple but powerful concept: school districts must set high content and performance standards for student achievement—stating clearly and publicly what each student should know and be able to do at the end of each year in each subject area. Schools are challenged to hold themselves accountable for results, reporting precisely how well their students are achieving and how many students are meeting the school district standards.

To further the Challenge Initiative, the following Draft Interim Content and Performance Standards, “Challenging Standards for Student Success,” have been developed in language arts, mathematics, history-social science, science, health education, physical education, visual and performing arts, foreign language, applied learning, service learning, and career preparation. Each set of standards includes an introduction, standards by grade level, examples of the types of work students should be able to do to meet the standards, and samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standards. Some sets of standards also include samples of student work that meet the standards, and a few have short commentaries on these samples.

The draft Challenge Standards are a product of collaboration among representatives of school districts interested in the Challenge Initiative, curriculum specialists, teachers, and California Department of Education staff. Small working groups began the initial development of the standards in October 1995 and work on them continues, using as a basis the national standards including those from the New Standards Project; school district standards; California curriculum frameworks; and *Every Child a Reader* and *Improving Mathematics Achievement for All California Students*, the Superintendent of Public Instruction's 1995 task force reports on reading and mathematics. In December 1995 the working groups submitted their drafts to the California Department of Education. The complete set of draft Challenge Standards was distributed to representatives of the school districts interested in the Challenge Initiative at a meeting in Sacramento on December 14, 1995.

Several national and state reform efforts promote the development of standards. The New Standards Project, for example, builds on content standards developed by national professional organizations to design an assessment system based on world-class standards of student performance. Improving America's Schools Act of 1994 (IASA) requires school districts to measure student progress toward achieving rigorous state content and performance standards. California Assembly Bill 265, enacted in 1995, also requires the California State Board of Education to adopt academically rigorous statewide content and performance standards.

As part of the Challenge Initiative, participating school districts will now begin to (1) determine how the draft Challenge Standards relate to local standards, (2) gather samples of student work related to each standard, and (3) examine the student work to determine whether or not students are able to meet each standard.

When completed, the content and performance standards will establish a clear set of expectations for what students should know and be able to do at every grade level. These standards are in draft form and continue to be refined. Therefore, any comments are appreciated. General comments and questions about the draft Challenge Standards may be directed to the Assessment Office at (916) 657-3011. Specific comments and questions may be directed to the individuals listed below.

LANGUAGE ARTS

Division Director	Glen Thomas	(916) 657-3351 (916) 657-5021 FAX
Working Group Leader	Wendy Harris	(916) 657-5409 (916) 657-5021 FAX
Working Group	Diane Levin	(916) 657-5236 (916) 657-5021 FAX
	Nancy Sullivan	(916) 654-1123 (916) 657-5437 FAX

MATHEMATICS

Division Director	Glen Thomas	(916) 657-3351 (916) 657-5021 FAX
Working Group Leader	Wendy Harris	(916) 657-5409 (916) 657-5021 FAX
Working Group	Joan Akers	(916) 657-4276 (916) 657-5460 FAX

SCIENCE

Division Director	TBA	
Working Group Leader	Dave Hammond	(916) 657- 5373 (916) 657-3467 FAX

HISTORY-SOCIAL SCIENCE

Division Director	Glen Thomas	(916) 657-3351 (916) 657-5021 FAX
Working Group Leader	Wendy Harris	(916) 657-5409 (916) 657-5021 FAX
Working Group	Rod Atkinson	(916) 657-3153 (916) 657-5021 FAX

FOREIGN LANGUAGE

Division Director	Thaddeus Dumas	(916) 657-4399 (916) 657-4399 FAX
Working Group	Arleen Burns	(916) 657-5441 (916) 657-5021 FAX

VISUAL AND PERFORMING ARTS

Division Director	Thaddeus Dumas	(916) 657-4399 (916) 657-4399 FAX
Working Group Leader	Janice DeBenedetti	(916) 657-5315 (916) 657-5460 FAX
Working Group	Patty Taylor	(916) 654-5979 (916) 657-5460 FAX

HEALTH/PHYSICAL EDUCATION

Division Director	Thaddeus Dumas	(916) 657-4399 (916) 657-4399 FAX
Working Group	Jennifer Ekstedt	(916) 657-3387 (916) 657-3467 FAX
	Shirley Hazlett	(916) 657-2810 (916) 657-5149 FAX

CAREER PREPARATION/APPLIED LEARNING/SERVICE LEARNING

Division Director	TBA
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Career Preparation

Agricultural Education	Charles Parker	(916) 445-5636 (916) 445-5637 FAX
Business Education	Bernie Norton	(916) 445-5678 (916) 445-5639 FAX

Health Careers Education	Beverly Campbell	(916) 657-2541 (916) 657- 2638 FAX
Home Economics Careers and Technology	Janice DeBenedetti	(916) 657-5315 (916) 657-5460 FAX
Industrial and Technology Education	Chris Almeida	(916) 657-5425 (916) 445-5636 FAX
Applied Learning	Chris Almeida	(916) 657-5425 (916) 445-5636 FAX
Service Learning	Mike Brugh	(916) 653-7971 (916) 657-4969 FAX

FOREIGN LANGUAGE STANDARDS

INTRODUCTION

In general, this publication's content reinforces and expands concepts and recommendations contained in the following California publications:

- *Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve*
- *Model Curriculum Standards, Grades Nine Through Twelve*
- *Handbook for Planning an Effective Foreign Language Program*
- *Statement on Competencies in Languages Other Than English Expected of Entering Freshmen*

Significant portions of the national publication, *Standards for Foreign Language Learning: Preparing for the 21st Century* (1995), published by the American Council on the Teaching of Foreign Languages, have been incorporated directly into this document.

In implementing the standards, teachers will, of course, adapt curriculum and instruction to meet local needs in consideration of various student populations. Students with learning disabilities comprise one such group. Teachers can employ the following means to assist all students in language classrooms:

- Devising alternate ways for students to demonstrate competence
- Adapting the way instruction is delivered to the learner and how the student can respond to instruction
- Providing additional time for students to complete an assignment
- Providing appropriate levels of support to increase the amount of personal assistance given to a specific learner
- Providing for alternate means of expression, such as computer-assisted technology and communication boards
- Employing cooperative learning techniques which allow for differential roles among students—such as researcher, synthesizer, recorder, and reporter

THE NEED FOR FOREIGN LANGUAGE STUDY

The world for which our students are being prepared—the world of the twenty-first century—is one in which traditional borders are being opened and traditional distances are being shortened. Telecommunication, e-mail, teleconferencing, and international data transfer are already realities. A key element to success in this world is communication, the ability to speak other peoples' languages and to function with people from other cultures. This ability is critical if Californians are to participate successfully in the multilingual, communications super highway.

At the same time, California's own population is fast becoming a mirror of the linguistic and cultural diversity of the world outside the United States. Thus, proficiency in languages in addition to English is critical simply as a means for Californians to communicate with one another.

It is clear, then, that California's schools must provide instruction which enables students to communicate in a variety of languages as well as in English. If this instruction is to be effective, programs offered at different levels—elementary, middle, secondary, community college, and university—must be carefully articulated, with benchmarks clearly stated for students who begin their study at specified points in the curriculum and who continue for extended periods of time.

GOALS FOR FOREIGN LANGUAGE LEARNING

The five goals for foreign language learning are:

- **Communication:** To communicate in languages other than English
- **Culture:** To gain knowledge and understanding of their cultures
- **Connections:** To connect with other disciplines and acquire information
- **Comparisons:** To develop insight into own language and culture
- **Communities:** To participate in multilingual communities at home and around the world

GRADES K-4

This section presents the foreign language standards. In addition, examples of types of work students should be able to do to meet each standard are given for the grade span kindergarten through grade four.

GOAL: COMMUNICATION. COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

STANDARD 1:

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Examples of the types of work students should be able to do to meet the standard:

- Students give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.
 - Students ask and answer questions about topics such as family, school events, and celebrations in person or via letters, e-mail, audio, or videotapes.
 - Students share likes and dislikes with each other and the class.
 - Students exchange descriptions of people and tangible products of the culture such as toys, dress, types of dwellings, and foods with each other and members of the class.
 - Students exchange essential information such as greetings, leave takings, and common classroom interactions using culturally appropriate gestures and oral expressions.
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STANDARD 2:

Students understand and interpret written and spoken language on a variety of topics.

Examples of the types of work students should be able to do to meet the standard:

- Students demonstrate comprehension of main ideas in developmentally appropriate oral narratives such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes.
- Students identify people and objects in their environment or from other school subjects, based on oral and written description.
- Students demonstrate comprehension of brief written messages and short personal notes on familiar topics such as family, school events, and celebrations.
- Students demonstrate comprehension of the main themes and ideas and identify the principal characters of stories or children's literature.
- Students demonstrate comprehension of the principal message contained in various media such as illustrated texts, posters, or advertisements.
- Students interpret gestures, intonation, and other visual or auditory cues.

STANDARD 3:

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Examples of the types of work students should be able to do to meet the standard:

- Students prepare illustrated stories about activities or events in their environment and share with an audience such as the class.
- Students dramatize songs, short anecdotes, or poetry commonly known by peers in the target culture for members of another elementary class.
- Students give short oral notes and messages, or write reports about people and things in their school environment and exchange the information with another language class either locally or via e-mail.
- Students tell or retell stories orally or in writing.
- Students write or tell about products and/or practices of their own culture to peers in the target culture.

GOAL: CULTURES. GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES

STANDARD 4:

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Examples of the types of work students should be able to do to meet the standards:

- Students observe, identify, and/or discuss simple patterns of behavior or interaction in various settings such as the school, family, and community.
 - Students use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions.
 - Students participate in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling, and dramatizations.
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STANDARD 5:

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Examples of the types of work students should be able to do to meet the standard:

- Students identify and observe tangible products of the culture, such as toys, dress, types of dwelling, and foods.
- Students identify, experience, or read about expressive products of the culture, such as children's songs, selections from children's literature, and types of artwork enjoyed or produced by their peer group in the cultures studied.
- Students identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the cultures studied.
- Students demonstrate that they recognize themes, ideas, or perspectives of the culture.

GOAL : CONNECTIONS. CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION

STANDARD 6:

Students reinforce and further their knowledge of other disciplines through the foreign language.

Examples of the types of work students should be able to do to meet the standard:

- Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, or geographical concepts.
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STANDARD 7:

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Examples of the types of work students should be able to do to meet the standard:

- Students read, listen to, and talk about age-appropriate school content, folk tales, short stories, poems, and songs written for native speakers of the target language.
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GOAL: COMPARISONS. DEVELOP INSIGHT INTO OWN LANGUAGE AND CULTURE

STANDARD 8:

Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.

Examples of the types of work students should be able to do to meet the standard:

- Students cite and use examples of words that are borrowed in the language they are learning and their own, and pose guesses as to why languages in general might need to borrow words.
 - Students realize that cognates enhance comprehension of spoken and written language and demonstrate their awareness by identifying commonly occurring cognates in the language they are learning.
 - Students are aware of the existence of idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general.
 - Students demonstrate an awareness of formal and informal forms of language in greetings and leave takings and try out expressions of politeness in other languages as well as their own.
 - Students report differences and similarities between the sound and writing systems of their own language and the language being learned.
 - Students demonstrate an awareness that there are varieties of ways to express ideas both in their own language and the language being learned.
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STANDARD 9:

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Examples of the types of work students should be able to do to meet the standard:

- Students compare simple patterns of behavior or interaction in various cultural settings.
- Students demonstrate an awareness that gestures are an important part of communication and that gestures may differ among cultures.
- Students compare and contrast tangible products (e.g., toys, sports equipment, food) of the target cultures and their own.
- Students compare and contrast intangible products (e.g., rhymes, songs, folk tales) of the target cultures and their own.

GOAL: COMMUNITIES. PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

STANDARD 10:

Students use the language both within and beyond the school setting.

Examples of the types of work students should be able to do to meet the standard:

- Students communicate on a personal level with speakers of the language via letters, e-mail, audio, and videotapes.
 - Students identify professions that require proficiency in another language.
 - Students use the language to create imaginary situations.
 - Students present information about the language and culture to others.
 - Students write and illustrate stories to present to others.
 - Students perform for a school or community celebration.
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STANDARD 11:

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Examples of the types of work students should be able to do to meet the standards:

- Students read materials and/or use media from the language and culture for enjoyment.
- Students play sports or games from the culture.
- Students exchange information about topics of personal interest.
- Students plan real or imaginary travel.
- Students attend or view cultural events and social activities.
- Students listen to music, sing songs, or play musical instruments from the target culture.

STANDARD 12:

Students engage in the activities which prepare them to use the target language to achieve career goals.

Examples of the types of work students should be able to do to meet the standard:

- Students interact with a variety of professionals, directly with members of the community and indirectly with characters in children's stories, games, and songs.
- Students demonstrate an understanding that a variety of careers contribute to the well being of the community.

SAMPLE STUDENT ACTIVITIES: GRADES K-4

This section contains a description of sample student activities by grade, one per grade level. Each description includes the following components:

- Targeted Standards
- Title
- Activity
- Performance Indicators
- Sample Portfolio Contents
- Reflection

KINDERGARTEN

TARGETED STANDARDS:

- 2 Students understand and interpret written and spoken language on a variety of topics.
- 3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 5 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- 6 Students reinforce and further their knowledge of other disciplines through the foreign language.
- 10 Students use the language both within and beyond the school setting.

TITLE: DINOSAURS

Learning Activity:

In order to complement the study of dinosaurs in a kindergarten class, the Spanish teacher develops an activity with the cooperation of the art teacher. The students create a construction paper "Jurassic Mountain" in the classroom. They learn the Spanish vocabulary for tree, mountain, and other elements of their newly created environment. However, students realize that something is missing: the dinosaurs. Students bring dinosaurs to school, and on the next day their Jurassic Mountain and two other tables are covered with dinosaurs. After learning the vocabulary in Spanish, the students identify and describe the dinosaurs and classify them by size, color, and other characteristics (gentle, fierce, etc.). Students then make brightly colored papier-mâché dinosaurs as well as dioramas reflecting the appropriate habitat for their dinosaurs. At the end of the week, students share the diverse dinosaur dioramas with the school community, naming the various objects in the target language depicted in the diorama.

Performance Indicators:

- 2 Students understand the presentations of their classmates.
- 3 Students present information about their dinosaurs to fellow classmates.
- 5 Students use art media and colors that reflect Latino culture.
- 6 Students reinforce and further their knowledge of prehistoric life.
- 10 Students use the language within the school setting.

Sample Portfolio Contents:

- Student pictures of dinosaurs
- Audiotape of Spanish names of objects
- Papier-maché replica dinosaurs
- Videotape of students describing size, color, and other characteristics of dinosaurs
- Dinosaur diorama

Reflection:

Students can participate in the format of this activity in any language with beginners at any grade level. These activities can be adapted by using such topics as mythical figures, medieval artisan shops, or signs of the Chinese calendar in cooperation with teachers from various disciplines. This activity provides the students with the opportunity to classify. By encouraging students to ask and answer questions of each other, a focus on Standard 1, Interpersonal Communication, can be added to this activity.

GRADE 1

TARGETED STANDARDS:

- 1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 5 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

TITLE: ISLAND LIFE

Learning Activity:

First graders learn about the culture of the Azores islands and the many traditions of the people. A map and pictures of the islands give the students a better perspective of their location. In addition, students learn songs, listen to music played on traditional instruments and observe the various types of dress. In order to become familiar with these cultural aspects, the students decide to “take a trip” to the Azores in the form of extended role playing. The sound of an airplane departing and arriving makes this activity more exciting. After they “arrive” on the island, they listen to authentic music. Using pictures and photographs, they take a trip around the island to look at various things, including the natural beauty of the flora and fauna, as well as the traditional homes and the friendly people. Throughout these activities, students immerse themselves in a Portuguese language-rich context, allowing them to describe what they see and experience. After they “travel” and gain insight into island life, students write a collective story about the island and illustrate it with individual pictures of their favorite part of the journey.

Performance Indicators:

- 1 Students learn pertinent vocabulary and ask and answer simple questions about the Azores islands.
- 5 Students observe, hear, write about, and illustrate different aspects of island life.

Sample Portfolio Contents:

- audiotape of students singing a song
- videotape of students' descriptions of the islands
- drawings of the places students visit on the "trip"
- story depicting the collective experience of the students

Reflection:

This activity exemplifies the rich experiences that students can have in a first grade class. The students are actively involved in learning about the culture in a hands-on experience. The language experiences directly relate to the cultural topics. A variety of ways of learning, including the senses, are used so that students are able to "experience" the culture.

GRADE 2

TARGETED STANDARDS:

- 1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 2 Students understand and interpret written and spoken language on a variety of topics.
- 5 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- 9 Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

TITLE: CELEBRATIONS

Learning Activity:

The class has just celebrated two birthdays and the students want to know what it's like to have a birthday in Costa Rica. They want to know if students eat the same foods, sing the same songs, and give presents at birthday parties. The second graders listen to a story that illustrates how students in Costa Rica celebrate birthdays.

In Spanish, the students describe several birthday activities in Costa Rica and at home.

The students are surprised to learn about the similarities and differences between their culture and that of Costa Rica. They illustrate the story and describe their pictures in Spanish to the class. They also learn a song in Spanish which they share with the second and third grade classes.

Performance Indicators:

- 1 Students explain how birthdays are celebrated in Costa Rica and at home.
- 2 Students comprehend stories about birthdays in Costa Rica.
- 5 Students learn about birthday celebrations in Costa Rica.
- 9 Students compare their own celebrations with what they have learned.

Sample Portfolio Contents:

- Audiotape of students explaining birthday celebrations
- Audiotape of song
- Illustrations of the story
- Audiotape of students describing pictures
- Videotape of students singing to second and third graders
- Pictures of students' own birthday celebrations

Reflection:

The birthday celebration is an example of an activity that could be done at different grade levels. At more advanced grades, students can write stories describing their own experiences and what it would be like to celebrate a birthday in another culture. They may also choose a celebration that is different from one in the United States, such as the Fourth of July or Halloween. Alternative activities for learning-disabled students may include dictating, speaking into a cassette recorder, or writing captions for illustrations.

GRADE 3

TARGETED STANDARDS:

- 1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 5 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- 9 Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

TITLE: BREAD AND CHOCOLATE

Learning Activity:

Third grade students listen as the teacher describes foods typically eaten in France and those typically eaten in the United States, such as *pain du chocolat* and sourdough bread with peanut butter. The students sample some food brought by the teacher. They share their impressions, describing the food in French and commenting on how it tastes.

Generally, students take a piece of the *pain du chocolat* and some of them like the taste. Three students decide they don't care for the new taste. When the time comes for other students to try something new, most of them decide they won't like it and decline the offer. The teacher then asks who would like peanut butter and bread, and the whole class finds the offer irresistible. While the students are enjoying their peanut butter and bread, they learn from the teacher that most people in France would not enjoy this combination of foods. The students compare the tastes of people from France and people from the United States and discuss the differences. They are surprised to learn that something they consider tasty is not necessarily considered so by others. Some of the students then ask to try the *pain du chocolat* to experience something new.

Performance Indicators:

- 1 Students share their opinions about some foods from France and from the United States.
- 5 Students encounter a new aspect of culture which they would not otherwise know.
- 9 Students express their impressions of similarities and differences between some sampled foods from France and from the United States.

Sample Portfolio Contents:

- Videotape of students sampling the foods and describing their reactions
- Audiotape of students expressing their reactions to sampling foods from both countries

Reflection:

This activity addresses three goals. The students describe the foods and express their likes and dislikes in trying something new. They then compare their reactions to a new taste and to a food they are familiar with. Finally, they discuss in English how people enjoy different things and they express their surprise that something that is generally liked in one culture is not shared by another. Similar activities can be implemented using different aspects of culture. In order to avoid stereotyping, it should be noted that customs and preferences may vary within a culture.

GRADE 4

TARGETED STANDARDS:

- 1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 2 Students understand and interpret written and spoken language on a variety of topics.
- 3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 4 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- 5 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- 6 Students reinforce and further their knowledge of other disciplines through the foreign language.

TITLE: DIEGO RIVERA

Learning Activity:

The cultural focus of a fourth grade Spanish class is Mexico. The class begins its unit based on the book "Diego," by Jan Winters. Prior to listening to the story, they learn unfamiliar vocabulary through props and pictures. Students view a map of Mexico while listening to the story. They participate in a paired activity in which they instruct their partners, using a map and a toy airplane, to travel to the areas within Mexico that are important to the story and to understand the general orientation of those areas within the country.

Students listen to the story. They illustrate and label selected scenes from the book, and tell the story in sequence. They also participate in time-line and story-mapping activities after the readings. Upon viewing some paintings by Diego Rivera, the students make lists of the topics depicted in the murals and discuss their likes and dislikes in Spanish. They create a mural with the art teacher based on the time line of Rivera's life. Students work together to produce a language-experience story about the mural.

Performance Indicators:

- 1 Students engage in conversations about the story and Diego Rivera's works.
- 2 Students comprehend the story as told by the teacher.
- 3 Students present information about the story.
- 4 Students understand the cultural perspectives depicted in the works of Rivera.
- 5 Students become familiar with the cultural products (Rivera's murals).
- 6 Students make connections with other disciplines (art and social studies).

Sample Portfolio Contents:

- Picture of mural created and displayed in the school cafeteria
- Illustrations of scenes from the book about Rivera
- Videotape of students narrating the story in the proper sequence
- Written samples of time line and story mappings
- A copy of the story students produce together

Reflection:

The basis for this activity is a work of children's literature based on the life of Diego Rivera. Due to the preparatory activities, the students in an elementary program are able to understand the story. They may also make a connection between the artist's life and medium (murals) and their own lives. The element of culture provides the context for this activity.

GRADES 5–8

This section presents the foreign language standards. In addition, examples of the types of work students should be able to do to meet each standard are given for the grade span five through eight.

GOAL: COMMUNICATION. COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

STANDARD 1:

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Examples of the types of work students should be able to do to meet the standard:

- Students follow and give directions for participating in age-appropriate cultural activities and investigating the function of products of the foreign culture. They ask and respond to questions for clarification.
- Students exchange information about personal events, memorable experiences, and other school subjects with peers and/or members of the foreign culture.
- Students compare, contrast, and express opinions and preferences about the information gathered regarding events, experiences, and other school subjects.
- Students acquire goods, services, or information orally and/or in writing.
- Students develop and propose solutions to issues and problems related to the school or community through group work.

STANDARD 2:

Students understand and interpret written and spoken language on a variety of topics.

Examples of the types of work students should be able to do to meet the standard:

- Students demonstrate comprehension of information and messages related to other school subjects.
- Students demonstrate understanding of announcements and messages connected to daily activities in the target culture.

- Students demonstrate understanding of the main themes and significant details on topics from other subjects and products of the cultures as presented on T.V., radio, video, or live presentations.
- Students demonstrate understanding of the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, e-mail, or other printed sources used by speakers of the target language.
- Students identify the principal characters and comprehend the main ideas and themes in selected literary texts.
- Students use knowledge acquired in other settings and from other subject areas to demonstrate comprehension of spoken and written messages in the target languages.

STANDARD 3:

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Examples of the types of work students should be able to do to meet the standard:

- Students present short plays and skits, recite selected poems and anecdotes, and perform songs in the language for a school-related event such as a board meeting or PTA meeting.
- Students prepare audio or video recorded messages to share locally or with school peers and/or members of the target cultures on topics of personal interest.
- Students prepare stories or brief written reports about personal experiences, brief personal events or other school subjects to share with classmates and/or members of the target cultures.
- Students prepare an oral or written summary of the plot and characters in selected pieces of age-appropriate literature.

GOAL: CULTURES. GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES

STANDARD 4:

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Examples of the types of work students should be able to do to meet the standard:

- Students observe, analyze, describe, and discuss patterns of behavior typical of their peer group.
- Students use appropriate verbal and nonverbal behavior for daily activities among peers and adults.
- Students learn about and participate in age-appropriate cultural practices such as games (role of leader, taking turns, etc.), sports, and entertainment (e.g., music, dance, drama).

STANDARD 5:

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Examples of the types of work students should be able to do to meet the standard:

- Students experience (read, listen to, observe, perform, respond creatively to) expressive products of the culture (e.g., stories, poetry, music, paintings, dance, and drama) and then explore the effects of these products on the larger community.

- Students search for, identify, and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods, and clothing) of the culture studied as found within their homes and community.
- Students identify, discuss, and analyze themes, ideas, and perspectives related to the cultural products being studied.

GOAL: CONNECTIONS. CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION

STANDARD 6:

Students reinforce and further their knowledge of other disciplines through the foreign language.

Examples of the types of work students should be able to do to meet the standard:

- Students discuss topics from other school subjects in the target language, including geographical terms and concepts, historical facts and concepts, mathematical terms and problems, and scientific information.
- Students demonstrate comprehension of articles or short videos in the target language on topics being studied in other classes.
- Students present reports in the target language, orally and/or in writing, on topics being studied in other classes.

STANDARD 7:

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Examples of the types of work students should be able to do to meet the standard:

- Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.

GOAL: COMPARISONS. DEVELOP INSIGHT INTO OWN LANGUAGE AND CULTURE

STANDARD 8:

Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.

Examples of the types of work students should be able to do to meet the standard:

- Students recognize the category of grammatical gender in languages, and their spoken and written language reflects that awareness.
- Students hypothesize about the relationship among languages based on their awareness of cognates and similarity of idioms.
- Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.
- Students demonstrate an awareness that languages have critical sound distinctions that must be mastered in order to communicate meaning.

STANDARD 9:

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Examples of the types of work students should be able to do to meet the standard:

- Students contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.
- Students demonstrate an awareness that they, too, have a culture, based on comparisons of sample daily activities in the target culture and their own.
- Students speculate about why certain products originate in and/or are important to particular cultures as a result of analyzing selected products from the target cultures and their own.
- Students hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) as a result of analyzing selected practices from the target cultures and their own.
- Students hypothesize about the relationship between cultural perspectives and expressive products (e.g., music, visual arts, appropriate forms of literature) by analyzing selected products from the target cultures and their own.

GOAL: COMMUNITIES. PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

STANDARD 10:

Students use the language both within and beyond the school setting.

Examples of the types of work students should be able to do to meet the standard:

- Students discuss their preferences concerning leisure activities and current events, in written form or orally with peers who speak the language.
 - Students interact with members of the local community to hear how they use the language in their various fields of work.
 - Students present information about the language and culture to others.
 - Students participate in club activities which benefit the school or community.
 - Students write and illustrate stories to present to others.
 - Students perform for a school or community celebration.
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STANDARD 11:

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Examples of the types of work students should be able to do to meet the standard:

- Students consult various sources in the language to obtain information on topics of personal interest.
- Students play sports or games from the culture.
- Students exchange information around topics of personal interest.
- Students demonstrate use of various media from the language and culture for entertainment.
- Students attend or view, via media, cultural events and social activities.
- Students listen to music, sing songs, or play musical instruments from the target culture.

STANDARD 12:

Students engage in the activities which prepare them to use the target language to achieve career goals.

Examples of the types of work students should be able to do to meet the standard:

- Students compare and contrast a variety of career options in which the use of languages other than English is critical.
- Students demonstrate an understanding that professional roles are shaped by different cultural norms such as age, gender, and class.
- Students interview professionals to determine the role that the target language plays in successfully carrying out their duties.

SAMPLES OF SPECIFIC ACTIVITIES OR TASKS THAT GIVE STUDENTS THE OPPORTUNITY TO DEMONSTRATE THAT THEY CAN MEET THE STANDARD: GRADES 5–8

This section contains a description of sample student activities, one per grade level. Each description includes the following components:

- Targeted Standards
- Title
- Activity
- Performance Indicators
- Reflection
- Sample Portfolio Contents

GRADE 5

TARGETED STANDARDS:

- 1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 6 Students reinforce and further their knowledge of other disciplines through the foreign language.

TITLE: BUTTERFLIES

Learning Activity:

Fifth grade students studying German are engaged in an interdisciplinary learning project. They make butterflies from origami and tissue paper with the help of the art teacher. In language arts, students are doing research and writing a report on the butterfly. Students in social studies classes are coloring maps showing the flight path of the Monarch butterfly. In the math class, they calculate the area of wing span to total butterfly weight. Students in science are learning about the life cycle of a butterfly. In health education they are learning how to use a butterfly band-aid. They learn the names of the various parts of the butterfly in Spanish using the samples provided by the art teacher. Students point to the different colors as the teacher calls them out in the target language. Students tell about their origami butterflies using familiar adjectives to describe them and identify the six stages of their life cycle. Working in pairs, students trace the migration of the Monarch butterfly on a map, and provide information regarding shape, color, size, and symmetry. Working in cooperative groups, students compose a verse about the butterfly.

Performance Indicators:

- 1 Students use the language to identify parts of the butterfly and answer questions.
- 3 Students tell about their butterflies and compose a verse about them.
- 6 Students further their knowledge of butterflies in an interdisciplinary fashion.

Sample Portfolio Contents:

- Written descriptions of butterflies
- Written verses about butterflies
- Written summary of activities in other classes (in English)
- Audiotape of description of butterflies
- Videotape of students reading verses
- Origami butterflies

Reflection:

This is an example of an integrated curriculum in which each subject seeks to provide learning opportunities for students around a common theme. The learning throughout the day is then reinforced for students, not only through different disciplines, but also through different ways of learning. For learning-disabled students, resource teachers can provide support services that focus on the butterfly. In language arts, these students can benefit from large print books and auditory books. Also, students who do not distinguish colors easily can benefit when the art teacher uses colors that are boldly different. The interdisciplinary aspect of this activity is particularly pertinent to language learning so that students are able to make connections among the disciplines and see an immediate use and application for the other language. If possible, a trip to a local museum of natural science to observe butterflies in their natural habitat can be planned.

GRADE 6

TARGETED STANDARDS:

- 1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 2 Students understand and interpret written and spoken language on a variety of topics.

TITLE: “KEYPALS”

Learning Activity:

Sixth graders exchange e-mail messages with each other in German. Once a week the students exchange information on various topics with their pals across the continents. They discuss their families, hobbies and interests, school life, and plans for the upcoming vacation. Some trade photos and other materials from their community for use in projects in classes from other disciplines.

Performance Indicators:

- 1 Students describe people and things in their environment and ask questions to obtain information.
- 2 Students write informal messages to others.

Sample Portfolio Contents:

- printout of ongoing e-mail exchanges
- videotape of students describing interdisciplinary projects which utilize the materials received from the German students

Reflection:

The importance of this activity is that students are seeing an immediate and relevant application of their language learning. Although technology is used for the e-mail communication, some students are also writing letters. Students are motivated to find out how their peers around the world feel about the same topics. This activity can be expanded to involve other students learning German throughout the world. A consideration for learning-disabled students is the exchange of cassette tapes.

GRADE 7

TARGETED STANDARDS:

- 3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 10 Students use the language both within and beyond the school setting.

TITLE: COMMUNITY PROJECT

Learning Activity:

As part of a larger school-wide community-service project, students discuss the ways that foreign visitors can be made comfortable in a new community, welcomed by merchants, and encouraged to use municipal services. They conclude that making signs in various languages demonstrates a community's invitation to visitors to use the services. A seventh grade Spanish class chooses the public library as the venue for their work. Working in pairs, partners assemble a list of vocabulary words and make a directory of places and references where certain items can be found in the library. In addition, they prepare a list of useful expressions that are applicable to library users. Partners compare and contrast their individual lists and report to the whole class, which, after brainstorming, produces a final list of relevant vocabulary and phrases. The project culminates in the creation of brochures and posters to illustrate useful expressions and designate sections of the library. Before being installed in the community library, finished posters are first displayed in the school building during Foreign Language Week. Brochures in Spanish are made available to visitors at the reference desk.

Performance Indicators:

- 3 Students create brochures for the library.
- 10 Students participate in an activity that benefits the community.

Sample Portfolio Contents:

- Brochures and posters
- Audiotape comparing and contrasting lists
- Directories
- Picture of library display
- Vocabulary lists

Reflection:

This activity is an example of student use of the language beyond the school setting. Assisting students in identifying and implementing community activities in which use of the language is critical makes the learning relevant to the students and helps them envision how they may be able to use the language in the future. Making the directory and signs for the public library focuses the students' attention on the language system. Students also need to know the cultures reflected in the communities so that appropriate vocabulary is used.

GRADE 8

TARGETED STANDARDS:

- 1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 6 Students reinforce and further their knowledge of other disciplines through the foreign language.
- 7 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- 10 Students use the language both within and beyond the school setting.
- 11 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

TITLE: E-MAIL/INTERNET

Learning Activity:

Based on previous experience in communicating with students in France using e-mail, eighth graders studying French turn their attention to planning a trip to France with the objectives of meeting as many athletes as possible who are taking part in the *Tour de France*, and learning as much as possible about life in France. Groups of students are assigned a specific task of planning an itinerary that will enable them to visit as many of the *Tour's* venues as possible and at the same time gain a comprehensive overview of French culture. They use the Internet to access information about the *Tour's* route and other important data pertinent to their trip's objectives. Once they have gathered all of the necessary information, each group of students determines and proposes a specific plan for the trip and makes the case for why their proposed itinerary will enable them to meet the largest number of the *Tour's* athletes and gain a wider exposure to French life and culture.

Performance Indicators:

- 1 Students access information and correspond with French "keypals."
- 6 Students discuss the various venues for their itineraries.
- 7 Using technology, students access the *Tour de France's* route.
- 10 Students use the language to discuss the assignment with their classmates.
- 11 Students show evidence of being able to apply information for useful purposes.

Sample Portfolio Contents:

- Printouts of earlier e-mail exchanges
- Written analysis of the various possible routes
- Written justification for the groups' proposed routes
- Audiotape of students persuading their classmates of their chosen route
- Videotape of group work at various stages of the assignment

Reflection:

This scenario exemplifies how technology can facilitate language learning and play a role in motivating students to use the foreign language with peers. It can play a critical role in bringing native speakers and current information from the culture into the classroom. The teacher can enhance the language competence of students by focusing on communication strategies from the “weave” of language learning so that the students know how to keep the communication going with their peers even if they are not certain how to express themselves.

GRADES 9-12

This section presents the foreign language standards. In addition, examples of the types of work students should be able to do to meet each standard are given for the grade span nine through twelve.

GOAL: COMMUNICATION. COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

STANDARD 1:

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Examples of the types of work students should be able to do to meet the standard:

- Students discuss, orally or in writing, current or past events that are of significance in the target culture or that are being studied in another subject.
- Students develop and propose solutions to issues and problems that are of concern to members of their own and to the target cultures through group work.
- Students explain their analyses and their personal reactions to expository and literary texts with peers and/or speakers of the target language.
- Students exchange, support and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.

STANDARD 2:

Students understand and interpret written and spoken language on a variety of topics.

Examples of the types of work students should be able to do to meet the standard:

- Students demonstrate an understanding of the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target culture or that are being studied in another class.
- Students demonstrate an understanding of the principal elements of nonfiction articles in newspapers, magazines, and e-mail on topics of current and historical importance to members of the culture.
- Students analyze the main plot, subplot, and characters of authentic literary texts, as well as the characters' descriptions, roles, and significance.
- Students demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken language as expressed by speakers of the target language in formal and informal settings.
- Students demonstrate an increasing understanding of the cultural nuances of meaning in expressive products of the culture, including selections from various literary genres and the visual arts.

STANDARD 3:

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Examples of the types of work students should be able to do to meet the standard:

- Students perform scenes and/or recite poems or excerpts from short stories connected to a topic from other disciplines such as world history, geography, the arts, or mathematics.
- Students perform scenes and/or recite poems or excerpts from short stories commonly read by speakers of the target language.
- Students create stories and poems, short plays, or skits based on personal experiences and exposure to themes, ideas, and perspectives from the target culture.
- Students select and analyze expressive products of the culture, from literary genres or the fine arts.
- Students summarize the content of an article or documentary intended for native speakers in order to discuss the topics via e-mail with other users or speakers of the language.
- Students write a letter or an article for a student-target publication describing and analyzing an issue.
- Students prepare a research-based analysis of a current event from the perspective of both the United States and target cultures.

GOAL: CULTURES. GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES

STANDARD 4:

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Examples of the types of work students should be able to do to meet the standard:

- Students interact in a variety of cultural contexts that reflect both peer-group and adult activities within the culture studied, using the appropriate verbal and non-verbal cues.
- Students learn about and participate in age-appropriate cultural practices, such as games, sports and entertainment.
- Students identify, analyze, and discuss various patterns of behavior or interaction typical of the culture studied.
- Students identify, examine, and discuss connections between cultural perspectives and socially approved behavioral patterns.

STANDARD 5:

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Examples of the types of work students should be able to do to meet the standard:

- Students identify, discuss, and analyze such intangible products of the target culture as social, economic, and political institutions, and explore relationships among these institutions and the perspectives of the culture.
- Students experience, discuss, and analyze expressive products of the culture, including selections from various literary genres and the visual arts.

- Students identify, analyze, and evaluate themes, ideas, and perspectives related to the cultural products being studied.
- Students explore and describe the relationships among the products, practices, and perspectives of the culture.

GOAL: CONNECTIONS. CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION

STANDARD 6:

Students reinforce and further their knowledge of other disciplines through the foreign language.

Examples of the types of work students should be able to do to meet the standard:

- Students discuss topics from other school subjects in the target language, including political and historical concepts, world-wide health issues, and environmental concerns to demonstrate understanding of the topics.
- Students acquire information from a variety of sources written in the target language about a topic being studied in other school subjects.
- Students combine information from other school subjects with information available in the foreign language in order to complete activities in the foreign language classroom.

STANDARD 7:

Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

Examples of the types of work students should be able to do to meet the standard:

- Students use a variety of sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or with which they have limited previous experience, and compare these to information obtained on the same topics written in English.

GOAL: COMPARISONS. DEVELOP INSIGHT INTO OWN LANGUAGE AND CULTURE

STANDARD 8:

Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.

Examples of the types of work students should be able to do to meet the standard:

- Students recognize that cognates have the same as well as different meanings among languages and speculate about the evolution of language.
- Students demonstrate an awareness that some phrases and idioms do not translate directly from one language to another.
- Students analyze elements of the target language, such as time and tense, and comparable linguistic elements in English and conjecture about how languages use forms to express time and tense relationships.
- Students report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world.
- Students compare the writing system of the target language and their own. They also examine other writing systems and report about the nature of those writing systems (e.g., logographic, syllabic, alphabetic).

STANDARD 9:

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Examples of the types of work students should be able to do to meet the standard:

- Students hypothesize about the origins of idioms as reflections of culture, citing examples from the language and cultures being studied and their own.
- Students compare nuances of meanings of words, idioms, and vocal inflections in the target language and their own.
- Students analyze the relationship of perspectives and practices in the target culture and compare and contrast these with their own.
- Students analyze the relationship between the products and perspectives in the cultures studied and compare and contrast these with their own.
- Students identify and analyze cultural perspectives as reflected in a variety of literary genres.

GOAL: COMMUNITIES. PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

STANDARD 10:

Students use the language both within and beyond the school setting.

Examples of the types of work students should be able to do to meet the standard:

- Students communicate orally or in writing with members of the other culture regarding topics of personal interest or community or world concern.
- Students participate in a career-exploration or school-to-work project which requires proficiency in the language and culture.
- Students use community resources to research a topic related to culture and/or language study.
- Students present information about the language and culture to others.
- Students participate in club activities which benefit the school or community.
- Students write and illustrate stories to present to others.
- Students perform for a school or community celebration.

STANDARD 11:

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Examples of the types of work students should be able to do to meet the standard:

- Students consult various sources in the language to obtain information on topics of personal interest.
- Students play sports or games from the culture.
- Students read and/or use various media from the language and culture for entertainment or personal growth.
- Students establish and/or maintain interpersonal relations with speakers of the language.
- Students attend or view via media cultural events and social activities.
- Students listen to music, sing songs, or play musical instruments from the target culture.

STANDARD 12:

Students engage in the activities which prepare them to use the target language to achieve career goals.

Examples of the types of work students should be able to do to meet the standard:

- Students choose a career objective and outline a plan of language study to enhance the achievement of that objective.
- Students render service in a community organization in which the clientele speak the target language.
- Students participate in appropriate career internships in which language use contributes to a successful experience.

SAMPLE STUDENT ACTIVITIES: GRADES 9-12

This section contains a description of sample student activities, one per grade level. Each description includes the following components:

- Targeted Standards
- Title
- Activity
- Performance Indicators
- Sample Portfolio Contents
- Reflection

GRADE 9

TARGETED STANDARDS:

- 1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 2 Students demonstrate an understanding of and interpret written and spoken language on a variety of topics.
- 4 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- 5 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- 9 Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

TITLE: THE ROMAN FAMILY

Learning Activity:

In a first-year Latin class, students learn about the Roman family. They view pictures and learn vocabulary to answer questions in Latin about the members of the family, what they are wearing, and what they are doing in the pictures. This leads to a discussion of the role of each family member in ancient Rome: the father as head of the household, the mother as the primary teacher of the daughter—who marries around the age of twelve—and the son as the student who learns to conduct business as his father does. The students discuss how the family roles in the United States are different from the roles in ancient Rome, along with some of the reasons for these differences. Students who have a background in other cultures are encouraged to discuss the roles of family members of their culture. Because of the prior oral and visual preparation,

students read and comprehend a passage in Latin about the Roman family. They retell the story and work in groups to summarize it, adding illustrations.

Performance Indicators:

- 1 Students use Latin to obtain information.
- 2 Students read and understand the Latin passage.
- 4 Students understand the organization and roles of the Roman family.
- 5 Students understand the setting of the Roman house and can identify some clothing as Roman.
- 9 Students recognize the similarities and differences found in the concept of family and how this compares to the same in diverse cultures within the United States.

Sample Portfolio Contents:

- Audiotape of passage read
- Written summaries of story
- Illustrations of story
- Comparison of role of Roman fathers to modern fathers

Reflection:

The discussion of the family is relevant to all languages and can also be focused on a myriad of topics. Relating this discussion to information from history or social studies (either from an earlier year, or currently) helps move the scenario into a focus on standard 3.1, in which students reinforce and further their knowledge of other disciplines through the foreign language. The language system as a curricular element plays a role in helping students understand Latin syntax and compare it with English. If the class includes students who speak a Romance language at home, a third comparison can be made.

GRADE 10

TARGETED STANDARDS:

- 2 Students understand and interpret written and spoken language on a variety of topics.
- 3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 7 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- 11 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

TITLE: RESEARCH PROJECT

Learning Activity:

Second-year students complete an in-depth study of a Spanish-speaking country in this hemisphere in a multistep process during the year. In the school media center, the high school students learn about the “Countries of the World” CD-ROM program and DC Newsbank in addition to the traditional resources in the form of encyclopedias, maps, etc. Some of the reference sources are available in Spanish. The students produce a project with the following components: a travel brochure describing the country they select; an article in Spanish from the media resources, as well as three pictures, maps and drawings; a biography of a famous person from the country; the recipe of a national dish they try at home; a song they perform and record on an audio or videotape; and an item of the student’s choice related to the environment, economics, or politics. They also write a short paper summarizing what they learn about the chosen country. They share their projects with another second-year class.

Performance Indicators:

- 2 Students read the information provided on the CD-ROM and in print.
- 3 Students prepare materials for inclusion in the project.
- 7 Students acquire information from authentic documents.
- 11 Students consult resources to obtain information on a topic of interest.

Sample Portfolio Contents:

- Audiotape/videotape of song
- Picture of families enjoying the food
- Videotape of students describing steps involved in compiling project
- Travel brochures
- Written summaries about countries

Reflection:

This activity demonstrates to students how to access information from the community on a topic of interest. Technology applications are made during this process as students make selections for inclusion in the project. Students select items related to their own interests. Sharing the project with other students makes this activity highly motivating and relevant for these students. The teacher can include peer editing in the process in order to improve the level of accuracy in the materials developed.

GRADE 11

TARGETED STANDARDS:

- 1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 2 Students demonstrate an understanding of and interpret written and spoken language on a variety of topics.
- 3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 4 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- 5 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- 6 Students reinforce and further their knowledge of other disciplines through the foreign language.
- 7 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- 8 Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.
- 9 Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.
- 11 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

TITLE: PRE-ROMAN ITALY

Learning Activity:

Students in an advanced Italian class make a comparative study of the life and culture of pre-Roman Italy, concentrating on the creations and contributions of the Greek colonies of southern Italy and the Etruscan communities of central Italy. Research and discussion include daily life, towns, religion, and the arts. Students identify and list the contributions of these cultures that are still seen and used today (i.e., Etruscan arch and funerary art, Greek architecture, city planning, and theater). Students describe the lives of the Etruscans after studying their tomb frescoes. In small groups, students create a series of frescoes depicting the “life-journey” of a modern person. Each group interprets the work of other groups and reports back as if the frescoes were unearthed in the year 4000. Students study some of the Greek myths and legends that take place in Italy. They retell them orally and summarize them in writing. Students create classical theater masks for a dramatization they perform in Italian of the legend of Ulysses and the Cyclops. Students experience similar activities through projects in the social studies and drama classes.

Performance Indicators:

- 1 Students use language to discuss pre-Roman life; they work in groups to produce the murals and the play.
- 2 Students read and interpret the messages of a pictorial history (mural) and the moral of a classical myth.
- 3 Students perform a dramatization.
- 4 Students learn about the development of artistic and theatrical traditions in western culture.
- 5 Students identify elements of pre-Roman architecture, sculpture, theater, city planning, etc.
- 6 Students make connections to disciplines of social studies, history, and the arts.
- 7 Students extrapolate the causes for the evolution of Italian culture, beginning from its ancient roots.
- 8 Students develop the ability to express conjecture by the use of grammatical formulas peculiar to Italian, as well as revisit corresponding structures in English.
- 9 Students discuss the artistic and social dynamics of cultures.
- 11 By developing a knowledge of fundamental concepts in art, architecture, drama, and social structure, students better understand and appreciate new encounters in those areas.

Sample Portfolio Contents:

- Masks
- Videotape of dramatization
- Written summaries of myths and legends
- Frescoes
- Lists of cultural contributions to today

Reflection:

This scenario touches upon the standards in all five of the goal areas. The unit lends itself to cooperative, aesthetic, and interdisciplinary approaches. Students can share the information gained in the language with sixth graders studying ancient civilizations and can explain the videotaped dramatization to middle school students.

GRADE 12

TARGETED STANDARDS:

- 2 Students demonstrate an understanding of and interpret written and spoken language on a variety of topics.
- 3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 6 Students reinforce and further their knowledge of other disciplines through the foreign language.
- 10 Students use the language both within and beyond the school setting.

TITLE: NEWSPAPER

Learning Activity:

Students prepare questions in advance to interview a professional journalist about publishing *La Opinion* in Los Angeles. The guest speaker describes the process leading to a publication of an issue in Spanish. The students ask questions and take notes in Spanish during this presentation, which is also conducted in Spanish. Small groups of students select specific tasks listed by the guest speaker and plan the production of their newspaper: editorials, interviews, entertainment, highlights, cartoon strips, *Querida Carmen* (Dear Abby), sports summary, and horoscope. Among these tasks is the assignment to interview students at the school who are native speakers of Spanish—including those enrolled in English language-development classes. Each student writes a short story. Students prepare the information assigned to them and present updates on their progress to the whole class. During the course of the semester, the students produce a newspaper in Spanish. They work collectively on editing, rewrites, and format on the computer. The students share the Spanish edition with other classes and members of the school's Latino community.

Performance Indicators:

- 2 Students listen to the presentation of the professional journalist and take notes.
- 3 Students write an article for a student publication.
- 6 Students further their understanding of media literacy.
- 10 Students interact with members of the local community involved in a variety of professions.

Sample Portfolio Contents:

- Short stories
- Videotape of interview with journalist
- List of interview questions for journalist
- Notes from interview with journalist
- Planning for student newspaper
- Audiotape of updates on progress
- Newspaper

Reflection:

This activity effectively combines involvement of students with a member of the community who uses the language on a daily basis in his profession with the writing process and the technology of desk top publishing. In addition, because the students share their product with their peers, there is an audience other than the teacher. This is a crucial element in motivating the students to use the language. This activity can be extended by publishing the newspaper on a regular basis and involving the students from other Spanish classes through submitting letters to the editor and questions to the *Querida Carmen* (Dear Abby) column. Also, students can interview members of the school's Latino community who are involved in various professions.